

Golden Sierra Life Skills

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FIRST 5 COMMISSIONS LEARNING CONVERSATION

February 28, 2005

Men, Infant, and Children Program, M.I.C. Learning Conversation Report for Funding Cycle 2003 -2004

I. OUTLINE OF REPORT

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1) MEN, INFANT, AND CHILDREN PROGRAM SCOPE OF WORK:

- Fathers and Father Figures become more knowledgeable in child nurturing, child interacting, parenting, and use these skills to promote their child's appropriate development.
- Financial sustainability for the M.I.C. Program independent of First 5 funding.

2) Kings Beach Statistics

Services were delivered to 2 Father/Father Figures. This education impacted 5 children. The age breakdown is as follows:

CHILDREN 0 – 5

Age of Child	Number of Children		
1 Year	1 Hispanic/Latino		
2 Years			
3 Years	1 Hispanic/Latino		
4 Years			
5 Years	1 Hispanic/Latino		
6 Years &	2 Hispanic/Latino		
Above			

Children Screens

In looking at the Outcome Tracker data for the MIC Program Early Childhood Screens it shows that the children affected by this session of the MIC Program in Kings Beach were living in a stable environment and did not change in scores from the time of intake to the time of exit. This is reflective of the stability of the fathers/father figures that participated in this program who were just looking to fine tune parenting skills and gain better knowledge as to positive communication skills and positive discipline skills they can use with their children. The fathers receive this education in the supportive surrounding of other men. The fathers also felt that the budgeting class was very important. Fathers learned to identify and prioritize the needs of their family.

Golden Sierra feels the following Early Childhood Screening indicators are reflective of the identified "Scope of Work".

1. Indicator # 17 – Participating in a formal or informal support network for the family.

Often times, fathers and father figures need additional support to become educated and informed. This indicator shows that when fathers/father figures receive an education in a supportive male environment they become more knowledgeable, acquire better skills, and are more effective as parents. This score increased due to the fathers/father figures becoming involved in their children's lives.

2. Indicator # 18 – Experiencing a positive relationship with the child.

This indicator shows that when a nurturing parental relationship develops the parents focus and attention is on using the new skills they have obtained in ways to encourage the development their child in a positive way.

3. Indicator # 19 –Engaged in positive parenting and child development practices.

For some of the fathers and father figures the skills are new and need continued reinforcement. The education has assisted fathers/father figures in becoming more aware/effective parents.

Program Evaluation Survey

There are no evaluation surveys from this session of the MIC program. To prevent this in the future the facilitator will be in-service as to the process of filling out this form at the end of the program.

Conclusion

We have learned that in this session of the program that both the children and the fathers/father figures appeared to screen the same at the time of intake as they did at the time of exit. The screens appear to all be within the normal range. This would seem to reflect that the program participants were attending to improve skills that they already had and gain additional knowledge that the program had to offer.

With the loss of our community outreach person and the weather, classes were sporadic and inconsistent. The weather also hindered class attendance. Additionally, several other fathers came to the initial classes but did not continue to the completion of the class. This leaves us with low statistical data. Upon discussion with the Tahoe Family Resource Center and Kim Bradley the

following resolutions were reviewed and will be put into place:

- A. Family Resource Center will assist Golden Sierra in recruiting for a community outreach person that is from the local community.
- B. The Family Resource Center will assist Tom Grayson and the Auburn Latino Facilitator in making presentations to employees and potential referring agencies to encourage interest in the MIC Program in Kings Beach.
- C. Review, and provide in-service for facilitator regarding required program paperwork and procedures.

3) Auburn Statistics

a. Auburn Latino MIC Program

Services were delivered to 6 Father/Father Figures. This education impacted 7 children. Please note that there are 9 Hispanic/Latino children in the screening program. 2 of them will be accounted for in the English MIC report as their father is bilingual and attended the English MIC class. The age breakdown is as follows:

CHILDREN 0 – 5

Age of Child	Number of Children		
5 months	1 Hispanic/Latino		
9 months	1 Hispanic/Latino		
1 Year	1 Hispanic/Latino		
2 Years	1 Hispanic/Latino		
3 Years	2 Hispanic/Latino		
4 Years	1 Hispanic/Latino		
5 Years	0		
6 Years &	0		
Above			

Children Screens

In looking at the Outcome Tracker data for the Auburn – Latino MIC Program Early Childhood Screens it shows that the children affected by this session of the MIC were living in a safe and stable environment. Although the intake and exit screens did not vary much there was improvement in indicators # 10, # 17, # 19, and # 20. This is reflective of the stability of the fathers/father figures that participated in this program who were just looking to fine tune parenting skills and gain better knowledge as to positive communication skills and discipline they can use with their children.

The following Early Childhood Screening indicators are reflective of the identified "Scope of Work".

1. Indicator # 10 Healthy - Achieving appropriate level of emotional development.

The children effected by this session of the Auburn Latino MIC were stable in this area prior to the beginning of the program but this indicator does show some improvement which means that as a father/father figure receives an educated as to what age appropriate activities are and how significant they are to a child's development the indicators will reflect a positive true score.

2. Indicator # 17 Parent/Caregiver – Participating in a formal or informal support network for the family.

Often times, fathers and father figures need additional support to become educated and informed. This indicator shows that when fathers/father figures receive an education in a supportive male environment they become more knowledgeable, acquire better skills, and are more effective as parents. This score increased due to the fathers/father figures becoming involved in MIC program for support.

3. Indicator # 19 Parent/Caregiver – Engaged in positive parenting and child development practices.

Fathers/father figures are applying the new skills they learned in the class. The skills that are being taught are new and continue to need reinforcement. As a positive foundation for new skills is formed, through education, the support of the class allows for the participants to fine tune skills. When a father/father figure obtains better skills the child's positive development is a result due to the parent being more aware and effective.

4. Indicator # 20 Parent/Caregiver – Satisfied with their knowledge of and ability to foster the child's development.

This indicator reflects that with the education and support of the MIC program that fathers/father figures feel that they gain more knowledge and become better equipped to provide for their child's developmental needs.

Program Evaluation Survey

100% of the fathers/father figures in this session of the Latino MIC class filled out evaluation surveys.

Survey Questions One (1) and Two (2):

- 1. What were you like as a father/father figure before you came to this class?
- 2. As a father/father figure what are you like now?

Out of six (6) fathers, two (2) felt that their parenting skills were good at the time the program started. After completing the MIC program these two fathers felt that their skills got better.

Four (4) of the fathers/father figures felt that their parenting skills were fair and could use help. After these father/father figures completed the MIC program they reported that their skills became, or were getting better. After the sessions of classes was completed one father stated, "I feel more trust in myself".

Survey Questions Three (3) and Four (4):

- 3. What was your relationship like with your child/children before this class?
- 4. As a father/father figure what is it like now?

Out of the six (6) fathers/father figures, four (4) felt they had a good/normal relationship with their children prior to the class. Two (2) of the fathers/father figures felt that their relationship was "so-so" or "not very good".

Two (2) of the fathers/father figures felt that post the education their relationship had improved a lot. All of the fathers noted that post the MIC program the relationship they experienced with their children was better. One fathers noted, "I feel my relationship has changed for the better".

5. What have you learned from this class about your role as a father/father figure that will help you meet your child's/children's developmental needs.

Out of the six (6) fathers/father figures, four (4) fathers learned that it takes a fathers direct involvement/attention in the life of their child if they are going to have a positive effect on how their child develops. They also identified that

children need to feel security and trust in the abilities of their fathers. One father stated, "I need to be more responsible, and give my children what they need to develop".

6. Other comments?

Of the six (6) fathers/father figures in this session of the program, four (4) commented that the classes should continue in the community, one (1) commented that the class was good and learned a lot from it, one (1) of the participants had no additional comments.

Conclusion

The Auburn Latino MIC classes continue to grow in size. Carlos Antonio, from the Placer County WIC Department is the facilitator of the Latino program in Auburn. This session of the program has shown that Latino fathers/father figures desire an education in child development and parenting skills. When this education is delivered in a supportive male environment, the fathers/father figures improved and learn new skills about what child/children need to develop and how the direct interaction between a parent and child is imperative.

A. PILOT SCREANING

At the last learning conversation a question was raised as to the validity of the screening data. The screenings that were reviewed did not have much, if any, variation. It was suggested that the data collected was possibly a guesstamation. Golden Sierra does not have direct contact with the children and relies on the fathers for information.

Golden Sierra agreed to pilot a project that would assist in the screening process and ensure, to the best of its ability, that the information collected was true and correct.

What Golden Sierra did was to take a widely known and accepted instrument, the "Search Institute 40 Developmental Assets for Infants" and find a common thread in the Placer County outcome screening form and the Search Institute questioner to develop a new interview tool to use with the participants in the English program.

This new tool was piloted with the English MIC program. Seven (7) of the questions were asked as they are on the original Placer County

screening form, three (3) of the questions had slight modifications, and ten (10) of the questions were replaced with a question from the Search Institute questioner.

The new interview tool worked well. Although there is greater variation in the screenings during this session it should be noted that several participants were referred during this session from High Conflict Court and the Children System of Care. They had greater urgent/emergent needs to address and this is reflected in the screenings that will be reviewed later in the body of this report.

Golden Sierra will continue to use this new interview tool to evaluate class participants.

B. PILOT EVALUATION

At the time of the last learning conversation it was noted that there was very sporadic participation with the class survey form.

Upon review of this form and talking with the fathers it was determined that the fathers wanted a quicker tool that did not require so much writing.

What was done was to take for basic questions and score them by 1, 2, or 3. One (1) being Unsatisfactory, two (2) being average, three (3) being above average. The question that addresses child development was left as a written question to ensure that fathers understand the child development educational material. Finally, questions were added that address the class that are rated using the 1, 2, and 3 rating scale.

The new evaluation sheet was a great success and we achieved 100% response. (The data will be covered later in this report). The fathers/father figures were very thankful for this change and when less writing was required from them we found that there was more energy put into answering the question regarding child developmental education.

It is clear that summarizing this information will be easer and more information has been collected regarding child development. With these positive outcomes Golden Sierra feels that this has been a successful project and will continue to use this instrument to collect data from the program participants.

C. AUBURN ENGLISH MIC

Services were delivered to 12 Father/Father Figures. This education impacted 19 children. Please note that there was 1 father with children in this screening with 3 children six (6) and above. The age breakdown is as follows:

CHILDREN 0 – 5

Age of Child	Number of Children		
1 months	1 Caucasian		
6 months	2 Caucasian		
1 Year	1 Caucasian		
2 Years	5 Caucasian		
	1 Other/Asian		
3 Years	6 Caucasian		
4 Years	1 Caucasian		
5 Years	2 Caucasian		
6 Years &	3 Caucasian		
Above			

Children Screens

In looking at the Outcome Tracker data for the MIC Program Early Childhood Screens it was felt that indicators #17, #18, #19, and #20 reflected the outcome goals. Several fathers in this session were referred from High Conflict Court and one from the Children's System of Care therefore the greatest change took place in the Parent/Care Giver indicators. Other class participants in this session were looking to fine tune parenting skills and gain better knowledge as to positive communication skills and discipline they can use with their children.

The following Early Childhood Screening indicators are reflective of the identified "Scope of Work".

4. Indicator # 17 – Participating in a formal or informal support network for the family.

In this session the fathers/father figures who obtain support become more knowledgeable and acquire the skills needed to become more effective parents. Often fathers/father figures need more than one support or educational system. This score increased due to the fathers/father figures becoming involved in the MIC program for educational support.

5. Indicator # 18 – Experiencing a positive relationship with the child.

In this session fathers/father figures become educated with information on pre and post natal care, toxic parenting, one on one child care, nutrition, communication skills, and dangers of smoking with children and how anger and domestic violence impacts children they obtain new parenting skills and develop a positive, nurturing relationship with their children. The use of these new skills can do nothing else but promote their child's development in a positive way.

6. Indicator # 19 Parent/Caregiver –Engaged in positive parenting and child development practices.

Fathers/father figures are applying the new skills they learned in the class. The skills that are being taught are new and continue to need reinforcement. As a positive foundation for new skills is formed, through education, the support of the class allows for the participants to fine tune skills. When a father/father figure obtains better skills the child's positive development is a result due to the parent being more aware and effective.

7. Indicator # 20 Parent/Caregiver – Satisfied with their knowledge of and ability to foster the child's development.

This indicator reflects that with the education and support of the MIC program that fathers/father figures feel that they gain more knowledge and become better equipped to provide for their child's developmental needs.

Program Evaluation Survey

100% of the fathers/father figures in this session of the English MIC class filled out evaluation surveys.

"What where you like as a father/father figure before you came to this class?"

Five (5) participants felt that they were unsatisfactory – Needed a lot of improvement, seven (7) participants felt they were average but can be improved.

As a father/father figure what are you like now?

Eight fathers felt they were average but can be improved, four (4) felt they were above average and do not need any improvement.

What was your relationship with your child/children like before this class? Four(4) felt that their relationship was unsatisfactory and needed a lot of improvement, seven (7) felt that their relationship was satisfactory but could be

improvement, seven (7) felt that their relationship was satisfactory but could be improved, and one (1) felt that his relationship with his child was above average and did not need improvement.

As a father/father figure what is your relationship with your child/children like now? Seven (7) fathers felt their relationship was average but could be improved, and five (5) fathers felt their relationship was above average and did not need improvement.

What have you learned from this class about your role as a father/father figure that will help you meet your child's/children's developmental needs?

Six (6) fathers noted that they need to make an effort to be more directly involved in their children's lives. They identified the need for activities like reading with their children, sports, art projects, and other age related activities that fathers can participate in with their children to encourage brain development and coordination.

Six (6) fathers noted the importance of their behavior and how it impacts the development of their children. One (1) father stated, "I am one of the biggest influences in my child's life . . ." Another father stated, ". . . I have to be a better parent . . ." and another father stated, ". . . I can't ever let my guard down as far as being a role model . . ."

Class Evaluation Questions

Were the class exercise and handouts clear and easy to read and understand?

Did the facilitator present the material clearly? What value to you put on the information you got from this class? What is your overall rating for the class?

One (1) father felt the class exercises and handouts were average but could be improved. Eleven of the fathers felt that the class exercises and handouts were above average and did not need improvement.

All Twelve (12) fathers rated the other program questions at above average and not needing improvement.

Conclusion

Several of the fathers that were referred to the recent session of the Auburn MIC had very urgent needs. The screenings reflect that when the fathers are supported with child development education and resources of multiple agencies the fathers obtain better skills and knowledge as to how they directly affect their children. Additionally, when this education is delivered in a supportive male environment, the fathers/father figures improved and learn new skills about what child/children need to develop and how the fathers direct involvement with his child is critical.

5. SUSTAINABILITY

Sustainability Monies

Currently Golden Sierra has \$ 508.00 toward sustainability. Recent activities regarding the issues of sustainability are as follows:

Activity	Billed/Paid	Balance
		\$ 600.00
11/04	Over Budget \$ 241.90	\$ 358.10
CSOC Paid Referral	\$ 150.00	\$ 508.00
March of Dimes Mini	\$ 3,000.00 Mini Grant to	\$ 3,508.00
Grant for Program	Develop and Include	
Expansion to Include	Premature Birth	
Premature Education	Education	

Sustainability Activities:

- Golden Sierra bills fathers with children six (6) and above. Additionally, we use a sliding fee scale for fathers and father figures with limited abilities to pay.
- Golden Sierra also bills referring agencies that have funding for their client's services.
- March of Dimes awarded \$ 3,000.00 mini grant for program expansion to include premature birth education.
- Continue to work with March of Dimes regarding men's programs over the State of California.
- Presentations to the "100 Black Men of Sacramento. Golden Sierra will be making a presentation to encourage support for the MIC program.
- Golden Sierra attended the recent Placer County CWS Redesign meeting. Golden Sierra requested a funding opportunity to support fathers with children six (7) and above.
- MIC continues to give Program presentations to outside referral agencies in attempts to obtain referrals of fathers/father figures.